

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12MN6

School Type (Public Schools): ☒ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Ms. Jill Ladwig

Official School Name: Team Academy

School Mailing Address: 220 17th Avenue NE
Waseca, MN 56093-0640

County: Waseca County State School Code Number*: 010

Telephone: (507) 833-8326 E-mail: jladwig@team.k12.mn.us

Fax: (507) 833-8327 Web site/URL: http://www.team.k12.mn.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Ms. Jill Ladwig Superintendent e-mail: jladwig@team.k12.mn.us

District Name: TEAM Academy District Phone: (507) 833-8326

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Michael Osweiler

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12MN6

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12MN6

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 1 Elementary schools (includes K-8)
(per district designation): 0 Middle/Junior high schools
0 High schools
0 K-12 schools
1 Total schools in district
2. District per-pupil expenditure: 9430

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	11	11	22
K	11	10	21		7	0	0	0
1	12	11	23		8	0	0	0
2	7	10	17		9	0	0	0
3	16	9	25		10	0	0	0
4	7	10	17		11	0	0	0
5	11	12	23		12	0	0	0
Total in Applying School:								148

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
1 % Asian
3 % Black or African American
22 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
72 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 20%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	14
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	16
(3)	Total of all transferred students [sum of rows (1) and (2)].	30
(4)	Total number of students in the school as of October 1, 2010	151
(5)	Total transferred students in row (3) divided by total students in row (4).	0.20
(6)	Amount in row (5) multiplied by 100.	20

8. Percent of English Language Learners in the school: 1%
 Total number of ELL students in the school: 2
 Number of non-English languages represented: 1
 Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 55%

Total number of students who qualify: 80

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%

Total number of students served: 20

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>7</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>6</u>	<u>0</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>1</u>
Total number	<u>27</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	94%	95%	96%	95%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

12MN6

TEAM Academy opened in the fall of 2004. At this time we started out with two grades, kindergarten and fourth grade. We continued to add two grades each year. In 2007-08 we added third grade and were a complete K-6 grade school. We are an established school as this is our 8th year of operation. Our families and the community support our school because we provide another K-6 choice in Waseca. Besides students in Waseca, we attract students from neighboring counties as well as students who were previously home-schooled. Our enrollment has held steady over the past eight years.

At TEAM Academy we have a successful kindergarten through sixth grade program that focuses on academic excellence, post-secondary attainment, and character education. We focus on academic excellence by challenging all of our students to reach their highest potential. We also have a high free and reduced price lunch population (55%). We have a small school environment, having one section of each grade and a maximum of 25 students in each class. All staff members know every student in our school. Community building and creating positive classroom environments are top priority at our school.

Every year we take our students to visit a college. We want them to know what a college is and visualize this goal. All of our students start the day by saying the TEAM Academy Creed and they participate in a character education program everyday. Our teachers are trained in Responsive Classroom and we utilize this program throughout the school day. We start our week with Opening Ceremony every Monday morning in the gym as a whole school. During Opening Ceremony we give out weekly awards for character and academics as well as chant the year each grade will graduate, sing our school song, and recite our Creed.

We individualize learning as much as we can during reading and math for our students. Our students are taught in small groups during reading and math and participate in individualized learning programs on the computer, Waterford (K-2) and SuccessMaker (3-6). These programs help all of our students be challenged at their own level. In addition to the core subjects our students get to experience art, Spanish classes, music, band, and choir. We also offer an after school program to all of our students. We use this time to focus on reading and math skills. Students excelling in these areas are challenged with enrichment activities and struggling students work on activities to reinforce these skills.

In 2011 we implemented a school-wide behavior system at our school. As a part of this program we chose a slogan: "TEAM C.A.R.E.S". C.A.R.E.S. stands for: caring, assertion, responsibility, empathy and self-control. These are the five main components of Responsive Classroom as well. We also voted on a mascot for our school, the wolf, and our music teacher created a school song. We took time to train all students on what behaviors are expected in all areas of our school. When students are caught showing caring, assertion, responsibility, empathy, or self-control a staff member can put their name in the drawing for a pizza party at the end of the month.

Over the past year we have been implementing the SMART (stimulating maturity through accelerated, readiness training) program with our students. SMART is a multi-sensory approach to teaching and learning that is designed to develop and enhance the critical readiness skills students need to succeed in school. We have a designated SMART Room at our school where K-4 students go everyday for 30 minutes. By the end of this school year all of our teachers will be trained in SMART.

Our school took on the challenge of moving to a new location in the summer of 2010. The move took a lot of perseverance, dedication, and hard work from all of our staff and families. Our new location gives us our own identity, compared to our previous location which was in a wing of the public school. We now have room to expand and make our school our own.

1. Assessment Results:

According to the Minnesota Department of Education, the Minnesota Comprehensive Assessments (MCAs) are state tests in mathematics and reading that meet the federal Elementary and Secondary Education Act (ESEA) along with the Minnesota Academic Standards. This annual test acts as the main assessment tool for our school district. The test shows whether students have mastered the standards and determines if schools and districts make Annual Yearly Progress (AYP), according to the ESEA goals. A student must attain 85% correct on the test to obtain a proficiency ranking. On a state level, we are able to compare our students' achievements to others schools. We at TEAM Academy use assessment data to evaluate curriculum, improve teaching and learning, and reinforce skills. Though all students are affected, only students in grades three through six take these exams. Although some students may require accommodations, all participate in this assessment.

There are four achievement levels for the MCA:

- Level 1 – Does Not Meet the Standards
- Level 2 – Partially Meets the Standards
- Level 3 – Meets the Standards
- Level 4 – Exceeds the Standards

In 2011, TEAM Academy's overall Math score was 78% proficient. This is a significantly higher than the state's average of 57%. In Reading, our students scored an overall percentage of 91%. Once again, this is significantly higher than the state average of 74%.

We carefully examine the results of the MCA. All of the NCLB subgroups at TEAM Academy have made Adequate Yearly Progress (AYP) this year as they have in other years. We look for subgroups that are not doing as well as other subgroups. The following is a list of our subgroups and scores:

All Students - The percent proficient in reading was 91 and the percent proficient in math was 78.

Boys – The percent proficient in reading was 89 and the percent proficient in math was 82.

Girls - The percent proficient in reading was 91 and the percent proficient in math was 75.

Hispanic –The percent proficient in reading was 92 and the percent proficient in math was 77.

White, not of Hispanic origin –The percent proficient in reading was 91 and the percent proficient in math was 81.

Free/Reduced Price Lunch –The percent proficient for this group was 92 in reading and the percent proficient in math was 77.

Each year when the results of the MCA-II results are released, we examine them to see what we can learn about our students and the subcategories defined by No Child Left Behind. It is important that all students in every group are learning and making progress. If we find this is not the case, we make a plan detailing how we will proceed.

We are very proud of our results over the past five years. We have seen our subgroup scores increase each year. This year all of our subgroups scored within 4% of our overall math percent proficient and 2% of our overall reading percent proficient. Our low-income subgroup's scores have increased the most. In 2006, only 48% of our low-income students were proficient in reading and 43% were proficient in math. In 2011, we had 92% of our low-income students score proficient in reading and 76% score proficient in math.

2. Using Assessment Results:

At TEAM Academy we use a variety of assessment tools. At the beginning of the school year, our 3-6 grade teachers look at the MCA results from the previous spring. We use these results to see how individual students, grades or subgroups have grown. The test results can also show teachers if there are gaps in their curriculum. Another assessment we use at TEAM Academy is the NWEA (Northwest Evaluation Association) MAP (Measures of Academic Progress). The MAP norm referenced test allows us to measure student growth and set annual growth targets for each child. Data are broken into sub-strands in the areas of reading, language, and mathematics. This enables teachers to identify gaps and areas of strength for each child. All of our students in grades kindergarten through sixth grade take this test three times each year in the fall, winter, and spring. The teachers receive the results immediately after students have finished the test. This gives us data we can use right away to guide our instruction. The teachers use the RIT score given in MAP to see specific skills that each student needs to work on. The MAP test also gives each student a growth target score that they need to achieve by the end of the school year. We communicate these growth scores with our students so they know what they are working towards throughout the school year. The classroom teachers use the MAP data to split their class into three ability-based groups for reading and math instruction. This past summer our teachers grouped the summer school students using their MAP RIT bands. This helped teachers to focus their instruction on specific skills that their group of students needed to work on.

This is the first year our school has participated in the Q-Comp (Quality Compensation) program in Minnesota. As part of the Q-Comp program our teachers meet weekly to work in Professional Learning Communities. During this time they analyze data from MCA (Minnesota Comprehensive Assessment), MAP, and other assessments they have given in their classroom. The assessments they give help them to guide instruction and teach students specifically what they need to learn. We also have two intervention teachers at TEAM Academy. Our intervention teachers have created their own set of standards-based assessments. Students are identified to work with our intervention teachers using MCA, MAP, and the standards-based assessments. By identifying specifically what each student is struggling with we can target the interventions and make them meaningful for each student. Students are in the intervention program for only the skills they are struggling with. Once they master the skills they are working on they are back in the mainstream classroom. Our intervention program is very fluid and it meets the needs of our students.

At TEAM Academy we have parent conferences four times each year. Before school starts in the fall, each teacher has a parent meeting with each family. This is a time to get to know the family and student, show the student the classroom and school, and set individual goals for each student. We meet again in October for fall conferences. At this conference the teachers go over MAP and MCA test results with each family in detail. At fall conferences the intervention teachers will also go over their standards-based assessment results to let families know what skills their student needs to work on. At winter conferences we update parents on how their student scored on the winter MAP assessment and if they are on track to meet their growth goal in the spring. At spring conferences we talk with parents about the individual goals they set for their child at the beginning of the school year parent meeting. We also go over the spring MAP test results and if their child met their growth goal. By keeping parents informed and giving them specific information on how they can help their child succeed in school we are doing everything we can to help all of our students succeed.

3. Sharing Lessons Learned:

TEAM Academy teachers and staff are proud of our accomplishments with students. The use of research based instructional strategies, ongoing staff development and continual data analysis, as well as a comprehensive teacher evaluation system have contributed to dramatic student achievement gains. We have had numerous stories about our school published in the local newspaper and TV station. It is our hope that other schools and districts in our area see the good things we are doing with students and want to replicate it in their schools. We are also near a major university that needs our assistance in preparing practicum teachers for the teaching profession. These young people are the future of education and we see it as a positive opportunity to share what we know, along with listening and learning from these new energetic students. Our teachers are always very enthusiastic to get new teachers into their classrooms and show them the good things we are doing with students. Every fall and spring our charter school authorizer holds a conference. Our staff would love to present at a session at this conference and share what is working at our school and how other schools can replicate it. Throughout the school year we share our successes with our authorizer and they post it on their own website for all schools to see. In the winter of 2007 our staff presented about our school at the Minnesota School Board Association's Conference.

4. Engaging Families and Communities:

One of the main focuses of our school is that parents, teachers, and students need to work together in order to create success. Some of the things we do during the school year to engage families are activities during the day and in the evening to get families in our school. We have a Parent Teacher Organization called TEAM Builders that helps to plan fundraisers and family events. Our TEAM Builders group is still growing and we meet around four times a year. Some of the events we have every year are Family Dances, I Love to Read Night, School Carnival, Talent Show, Veteran's Day program, and other music concerts scheduled throughout the year. We try to plan a lot of family events that are easy for families to attend together. We encourage parents to help out or volunteer for at least one event each school year. Each month we send home a "Help Needed" sheet where parents can return it with areas they can help with for the month. We have found this system to be very successful with our parents and getting the volunteers we need for events. Many of our teachers ask for volunteers in their classroom through their weekly newsletters. Parents are always willing to help out with classroom projects, field trips, or other activities during the school day.

Even though our school has been in existence for eight years now, we still have community members who are unaware of what our school is about. One way we help educate the public is to have a booth at our county fair each summer. This is a great way to answer questions and get our name out there for the Waseca community. Our school has had numerous visitors over the past years: Rotary Club, Exchange Club, Chamber of Commerce, state representatives, and local government officials.

1. Curriculum:

At TEAM Academy we have a rigorous curriculum that is based on the high academic standards of the state of Minnesota. Our curriculum is under constant revision in order to maintain the highest standards and expectations for our students. Our teachers meet in Professional Learning Communities to map their curriculum based on the state standards.

Our reading program incorporates the five areas of reading instruction identified by the National Reading Panel Report – phonemic awareness, phonics, vocabulary, fluency, and comprehension. The goal of our reading program is for each child to read and comprehend text at grade level. Teachers strive to use differentiation strategies to meet the instructional needs of all students. On-going staff development is critical to the success of our reading/language arts program, which encompasses reading, writing, and spelling. Our reading curriculums include: Reading Mastery, SRA Open Court, Waterford, and SuccessMaker. Large and small group learning is key in reaching all of our learners.

TEAM Academy uses the following math curriculums Saxon Math, Waterford, SuccessMaker, and Accelerated Math to expose our students to all the math standards. Saxon Math spirals to give multiple exposures to all the mathematical strands represented in our state standards. Teachers use multiple strategies and manipulatives to assist students in attaining a deeper understanding of key mathematical concepts in: number sense, computation and operations; patterns, functions and algebra; chance and data; geometry, and measurement. Large and small group learning is key in helping to reach all of our learners.

TEAM Academy uses Houghton Mifflin as our science curriculum. This series includes hands-on experiments and extensive vocabulary that builds from grade level to grade level. We have recently started using the NWEA MAP Science test with our fifth grade students. This assessment helps our teachers see where our students need more help with science skills. Our fifth graders take the MCA Science test each spring.

TEAM Academy uses Harcourt Brace as our social studies curriculum. Our teachers try to incorporate social studies into other subjects during their school day. Minnesota is in the process of adopting new social studies standards.

At TEAM Academy we want our students to be healthy physically and emotionally. We encourage students to bring healthy snacks to school and strive to provide a healthy lunch program for our students. Our physical education program is aligned with state and national standards. It stresses the importance of wellness, physical fitness, team building, and involvement in life-long activities.

We have a strong fine arts program at TEAM Academy. Our K-4 students have art every other day and our 5-6 students have art once every four days. Our art program focuses on the elements of art. We strive to encourage students to be creative. All of our students have music every other day. We also offer band and choir to our fifth and sixth grade students.

TEAM Academy has offered Spanish to our students for the past three years. Our K-4 students have Spanish every other day and our 5-6 students have Spanish once every four days. The goal of our Spanish program is to introduce students to the language and give them a good base knowledge of the language for when they take it in high school.

2. Reading/English:

TEAM Academy uses a balanced reading approach based on the Minnesota Academic Standards. Teachers use instructional tools such as basal readers and leveled literature circle books with students. Kindergarten through second grade have 90 minute reading/language art blocks and third through sixth grade have sixty minute reading/language arts blocks. Reading/language art blocks consist of time dedicated to reading, spelling, writing, grammar, and the five areas of reading: phonemic awareness, phonics, comprehension, vocabulary, and fluency. Curriculums used by teachers include Reading Mastery, SRA Open Court, Accelerated Reader, SuccessMaker, Waterford, and the Six Traits of Writing.

Each grade level tailors their reading program to meet the needs of their students. All teachers ability group their classroom into three groups using assessment data. The groups rotate to three stations during their reading block: teacher, independent work, and individualized computer program. When students are meeting with their teacher they get 20-30 minutes of direct instruction based on their assessment results. During independent work, students work with a classroom paraprofessional to review independently what they just learned with the teacher. When students are on the individualized computer program they go on Waterford (grades K-2) or SuccessMaker (grades 3-6). Waterford and SuccessMaker programs help to challenge all students. When they go on the computer programs each student is working on specific skills that they need to work on. Research is clear that reading instruction must be done with the students reading level in mind. Students will not effectively learn if the books they are reading are too easy or too hard. We strive to individualize our reading program so students can be successful at their reading level, but challenge them to grow and achieve.

3. Mathematics:

TEAM Academy uses best practices combined with the high academic standards put forth by the Minnesota Department of Education when teaching mathematics. Math instruction occurs in the areas of number sense, computation and operations; patterns, functions and algebra; chance and data; geometry, and measurement. Kindergarten through second grade have 90 minute mathematics blocks and third through sixth grade have sixty minute mathematics blocks. Curriculums used by teachers include Saxon Math, Accelerated Math, SuccessMaker, and Waterford.

Each grade level tailors their math program to meet the needs of their students. All teachers ability group their classroom into three groups using assessment data. The groups rotate to three stations during their math block: teacher, independent work, and individualized computer program. When students are meeting with their teacher they get 20-30 minutes of direct instruction based on their assessment results. During independent work, students work with a classroom paraprofessional to review independently what they just learned with the teacher. When students are on the individualized computer program they go on Waterford (grades K-2) or SuccessMaker (grades 3-6). Waterford and SuccessMaker programs help to challenge all students. When they go on the computer programs each student is working on specific skills that they need to work on. Teachers use a variety of instructional methods when teaching math. Students are exposed to manipulatives as well as SMART Board programs to help them better understand the math concepts.

4. Additional Curriculum Area:

One of our goals at TEAM Academy is to build strong character in our students. We feel character education is something that all teachers and staff members should include in their own curriculum areas. Every month we focus on our school values: aspirations, responsibility, courage, generosity, cooperation, respect, perseverance, and honesty. Teachers focus on this value for the whole month and teach lessons or read books that relate to the value. All teachers have the character words posted in their classroom so it is uniform throughout the whole school. Recently we have also implemented PBIS (Positive Behavioral Interventions and Supports) at our school. We feel this is another way to build character throughout our whole school. Part of our PBIS program development this year was to develop school-wide rules, choose

a school mascot, develop a school song, and create a positive behavior reward system. Another part of our character curriculum is our TEAM Academy Creed. All of our students recite the Creed each day after they say the Pledge of Allegiance. The Creed is a promise of how we should act as citizens. Teachers use the Creed statements throughout the day to remind students of their behavior and how they should act towards others. At our sixth grade graduation in the spring we have an essay contest with our graduates on “What the TEAM Academy Creed means to me”. Our art teacher has had students create two character murals in our school over the last year. They are great reminders for everyone that enters our school of how important character education is to our students. Every spring we have a TEAM Academy t-shirt design contest with the students. They need to pick one phrase from our TEAM Academy Creed and create a t-shirt design with it. We announce the winner at our awards day in the spring and create new t-shirts for all students in the fall when school starts. Every Friday, students wear their TEAM t-shirts to school.

5. Instructional Methods:

Each grade level tailors their reading and math program to meet the needs of their students. All teachers ability group their classroom into three groups using assessment data. The groups rotate to three stations during their reading/math blocks: teacher, independent work, and individualized computer program. When students are meeting with their teacher they get 20-30 minutes of direct instruction based on their assessment results. During independent work, students work with a classroom paraprofessional to review independently what they just learned with the teacher. When students are on the individualized computer program they go on Waterford (grades K-2) or SuccessMaker (grades 3-6). Waterford and SuccessMaker programs help to challenge all students. When they go on the computer programs each student is working on specific skills that they need to work on. Teachers also use technology in their classrooms such as SMART Boards, document cameras, Renaissance Responders, Accelerated Math, Accelerated Reader, SuccessMaker, and Waterford. Our teachers are very dedicated to our students and what it takes to make them successful. They are willing to try many different strategies to help their students succeed.

6. Professional Development:

Professional development at our school is based on our students’ and teachers’ needs. We have four in-service days throughout the year for staff development as well as nine early out days. On our early out days our teachers meet in their professional learning communities. Teachers also meet in their professional learning communities for 60 minutes every Wednesday morning. Professional learning community time is dedicated to student concerns/interventions, teacher reflection, and strategies that will help us reach our school-wide goal. This is the first year our school has participated in the Q-Comp program. The Q-Comp program is helping us guide our professional development time by focusing on our school-wide reading goal. In addition to our school-wide reading goal, each teacher has set an individual classroom goal they are working to meet by the end of the school year. Teachers also have a goal of being proficient in all four areas of our evaluation rubric. Currently the staff development topics for our professional learning community time include: curriculum alignment, SMART program implementation, five big areas of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension), and, differentiation. All of our professional development activities ask teachers and staff members to relate back to the Minnesota State Standards and see how their new learning aligns to them.

7. School Leadership:

TEAM Academy has one Director who serves as the principal and superintendent for our school. The Director is involved with all aspects of the school day with students and teachers as well as school-wide aspects with our school board. Over the years we have gone from a 0.1 Director to a part time Director, to a full time Director 4 years ago. As our school has grown, the need for someone to be there every day for parents, teachers, and students has become evident. A few areas our Director is responsible for are planning staff development, evaluating all staff, analyzing school data, overseeing state assessments, leading intervention team meetings, and implementing school board adopted policies. Other staff we have at TEAM include a social worker, technology specialist, business manager, kitchen manager and office manager.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: MCA

Edition/Publication Year: III/2011

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meets and Exceeds	80	100	81	79	
Exceeds	65	41	19	13	
Number of students tested	20	17	21	24	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	70		64		
Exceeds	20		9		
Number of students tested	10	9	11	5	
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2				
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	5	3	4	2	
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	3	1	3	3	
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1	1			
6.					
Meets and Exceeds					
Exceeds					
Number of students tested					
NOTES:					
Our school did not have 3rd grade in 2006-07.					

12MN6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: MCA

Edition/Publication Year: II/2011

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meets and Exceeds	90	82	86	75	
Exceeds	35	59	52	54	
Number of students tested	20	17	21	24	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	90		73		
Exceeds	30		36		
Number of students tested	10	9	11	5	
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2				
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	5	3	4	2	
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	3	1	3	3	
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1	1			
6.					
Meets and Exceeds					
Exceeds					
Number of students tested					
NOTES:					
Our school did not have 3rd grade in 2006-07.					

12MN6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: MCA

Edition/Publication Year: III/2011

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	79	84	70	60	80
Exceeds	22	16	35	35	50
Number of students tested	23	19	23	10	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	69	73			
Exceeds	15	18			
Number of students tested	13	11	7	3	6
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1				
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	4	3	2		1
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	3	3	3	
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested			1		1
6.					
Meets and Exceeds					
Exceeds					
Number of students tested					
NOTES:					

12MN6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: MCA

Edition/Publication Year: II/2011

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	91	53	70	60	85
Exceeds	59	37	39	20	50
Number of students tested	22	19	23	10	20
Percent of total students tested	96	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	100				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	92	45	56	67	83
Exceeds	62	18	14		33
Number of students tested	13	11	7	3	6
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	4	3	2		1
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	3	3	3	
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested			1		1
6.					
Meets and Exceeds					
Exceeds					
Number of students tested					
NOTES:					

12MN6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: MCA

Edition/Publication Year: III/2011

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	82	69	33	50	65
Exceeds	9	39	8	25	24
Number of students tested	22	23	12	20	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	70				
Exceeds					
Number of students tested	10	8	4	6	9
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested				1	
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	3		3	1
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	5	2	1	
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested		1			
6.					
Meets and Exceeds					
Exceeds					
Number of students tested					
NOTES:					

12MN6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: MCA

Edition/Publication Year: II/2011

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	95	78	67	80	77
Exceeds	38	39	25	40	24
Number of students tested	21	23	12	20	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested	9	8	4	6	9
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested				1	
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	3		3	1
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1	5	2	1	
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested		1			
6.					
Meets and Exceeds					
Exceeds					
Number of students tested					
NOTES:					

12MN6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: MCA

Edition/Publication Year: III/2011

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	77	69	77	65	87
Exceeds	29	23	22	15	67
Number of students tested	21	13	18	20	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested	5	2	7	9	6
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested			1		
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	1	2	4	2
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	4	3	1	2	2
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					1
6.					
Meets and Exceeds					
Exceeds					
Number of students tested					
NOTES:					

12MN6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: MCA

Edition/Publication Year: II/2011

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	84	69	83	58	80
Exceeds	32	23	72	32	20
Number of students tested	19	13	18	19	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested	4	2	7	9	6
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested			1		
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	1	2	4	2
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	3	3	1	2	2
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					1
6.					
Meets and Exceeds					
Exceeds					
Number of students tested					
NOTES:					

12MN6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets	79	80	68	64	77
Exceeds	30	30	22	19	46
Number of students tested	86	72	74	74	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	70	66	58	43	66
Exceeds	10	26	3	8	23
Number of students tested	38	30	29	23	21
2. African American Students					
Meets					
Exceeds					
Number of students tested	3	0	1	1	0
3. Hispanic or Latino Students					
Meets	69	59			
Exceeds	30	19			
Number of students tested	13	10	8	9	4
4. Special Education Students					
Meets	18	50			
Exceeds	9	8			
Number of students tested	11	12	9	9	2
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested	1	2	1	0	2
6.					
Meets	78	79	72	66	79
Exceeds	18	37	24	22	35
Number of students tested	65	62	65	63	48
NOTES:					

12MN6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets	90	70	77	69	80
Exceeds	41	40	48	39	32
Number of students tested	82	72	74	73	52
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	100	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	91	56	65	47	71
Exceeds	50	13	30	13	14
Number of students tested	36	30	29	23	21
2. African American Students					
Meets					
Exceeds					
Number of students tested	2	0	1	1	0
3. Hispanic or Latino Students					
Meets	92	19			
Exceeds	38	0			
Number of students tested	13	10	8	9	4
4. Special Education Students					
Meets		33			
Exceeds		8			
Number of students tested	9	12	9	9	2
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested	1	2	1	0	2
6.					
Meets	91	80	81	74	81
Exceeds	41	43	53	42	35
Number of students tested	62	62	65	62	48
NOTES:					

12MN6